

BASEBALL

THE TENTH INNING

A FILM BY KEN BURNS & LYNN NOVICK

Baseball Museum Exhibits

Grade Level: 6–12 (although lesson may be suitable for upper elementary grades with some teacher adaptations)

Related Academic Subjects: U.S. history, world history, behavioral science (sociology).

Lesson Overview:

Throughout its history, baseball has replenished its talent by drawing on new ethnic groups of Americans, their arrival in the major leagues often signaling their assimilation into the mainstream. In the 1980s, for the first time, baseball began to draw heavily on pools of talent from *outside* the United States, by the 1990s the trickle of gifted Hispanic stars coming to America had become a flood. The 1997 All-Star Game featured fifteen players of Latin ancestry, including Pedro Martinez, Edgar Martinez, Moises Alou, Andres Galarraga, Roberto and Sandy Alomar, Mariano Rivera, Ivan Rodriguez, and Alex Rodriguez. By the end of the first decade of the twenty-first century, Latinos constituted a majority of the roster on several major-league teams, and forty-six percent of all minor-league players. They dominated the game as no other ethnic group ever quite had.

In this lesson, students will work collaboratively in committees to create museum exhibits featuring foreign born baseball players who have come to America, chronicling their lives, achievements and contributions to baseball and their communities.

Lesson Objectives: (The student will...)

- Recognize the achievements and contributions of non-American players to professional baseball
- Demonstrate research skills related to collecting and analyzing information on past players from nations other than the United States
- Synthesize information and create multimedia museum exhibits featuring international major league baseball players

Estimated Time for the Lesson: Three to four class periods, as well as possible outside research time.

Video Segments:

Baseball: The Sixth Inning, The National Pastime

Chapter 9: “This I Know”

Chapter 10: “The Race Man”

Baseball, The Ninth Inning, Home
Chapter 3: “A Higher League”

Baseball: The Tenth Inning, Top of the Tenth
Chapter 10: “Grandioso”

Baseball: The Tenth Inning, Bottom of the Tenth
Chapter 3: “Ichiro”

Materials Needed:

Computers with Internet access, word processing software and presentation software (PowerPoint or Keynote) or publishing software (such as Microsoft Publisher) if desired.

Lesson Procedure:

Opening Activity

Begin the lesson with a short discussion about Jackie Robinson’s rise in the major leagues. The teacher should note that while Robinson’s struggle to overcome racial prejudice is well known, other minority groups that wanted to break into the major leagues also dealt with prejudice and hurdles.

After the discussion, brainstorm with students about other groups that might have dealt with prejudice and difficulty being accepted in major league baseball. Students should note that foreign players faced hurdles that included racial, cultural and language barriers.

Divide the class into groups of four students each. Distribute the Opening Activity Note Sheet. Have students view each of the clips (Roberto Clemente, Pedro Martinez, Sammy Sosa, and Ichiro Suzuki). After the groups view the clips and complete the note sheet, have them compare and contrast the experiences of the players, looking at the hurdles they faced as they tried to enter American baseball: acceptance by fans, dealing with language and cultural issues, and other factors.

Have the groups report their findings to the class and compare their conclusions.

Main Activity

Distribute the Player Graphic Organizer sheet, which includes a statement that introduces the main activity. Have students read about the activity on the organizer sheet, or read it aloud.

Divide the class into groups of two to three students each to conduct research and create their exhibits. Each group should research and develop a multimedia proposal to include one international player in the museum exhibit. Any player, past or present, who was born in a nation other than the United States may be considered for an exhibit.

Allow students sufficient time to research possible inductees from the suggested Web sites and complete the organizer. While students may research five or six potential international candidates, they should select one player around whom to develop their exhibit. Make sure that

each group selects a different player.

The exhibit should contain information from the graphic organizer. Students will create a persuasive multimedia exhibit highlighting player accomplishments, an optional oral presentation by student groups or a combination of the two.

Allow students sufficient time to complete their exhibits. Once they are completed, student groups should present their exhibits to the teacher or the class. The teacher may wish to post exhibits online. Students could develop the museum exhibits for public display at school or for the community.

Extension Activities:

- Have students create graphic representations of prospective museum exhibit players through baseball cards or game programs.
- Organize a classroom debate on the topic of “Who is the best international player of all time?” Have students use their research on individual players to back up their conclusions.

Assessment:

Once students have completed the project, evaluate their work by using a suitable rubric, such as the one included below. The teacher may wish to create his or her own rubric to fit any adaptations of the original lesson.

Resources:

- **Baseball Web site** (<http://www.pbs.org/baseball>)
- **Tenth Inning Web site** <http://www.pbs.org/tenthinning>
- **Major League Baseball Web site** (<http://www.mlb.com>)
- **Latino Baseball Players-The Hall of Famers** (<http://ezinearticles.com/?Latino-Baseball-Players---The-Hall-of-Famers&id=92820>)
- **Major League Baseball Players by Birthplace** (<http://www.baseball-almanac.com/players/birthplace.php>)
- **Baseball isn’t just America’s sport anymore**
(http://sports.espn.go.com/mlb/latinosrise/columns/story?columnist=stark_jayson&id=2350816)
- **The Global Flows of International Professional Baseball System**
(<http://www.thesportjournal.org/article/global-flows-international-professional-baseball-system>)
- **ESPN “Inside Asia” Web page** (<http://sports.espn.go.com/mlb/asia/index>)
- **“Frank’s Field of Dreams” Asian baseball page** (<http://www.franksfieldofdreams.com/>)

Academic Standards:

This lesson fits the following academic standards as set by the Mid-Continent Research for Education and Learning (McREL) (<http://www.mcrel.org/standards-benchmarks>).

U.S. History

Standard 26. Understands the economic boom and social transformation of post-World War II United States

Level III (Grades 7–8)

Understands the immediate social, political and economic impacts on America after World War II (e.g., the economic and political effects of demobilization and reconversion; the growth and impact of opportunities in the service, white collar and professional sectors in government and business; the growth of the middle class)

Level IV (Grades 9–12)

Understands social, religious, cultural and economic changes at the onset of the Cold War era (e.g., the causes and results of new government spending on educational programs, the expansion of suburbanization and the impact of the “crabgrass frontier,” the role of religion, the impact of the GI Bill on higher education, how the Cold War influenced the lives and roles of women, how artists and writers portrayed the effects of alienation on the individual and society after 1945)

Standard 31. Understands economic, social and cultural developments in the contemporary United States.

Level IV (Grades 9–12)

Understands aspects of contemporary American culture (e.g., the international influence of American culture, increased popularity of professional sports, influence of spectator sports on popular culture, sports and entertainment figures who advertise specific products)

Understands how different groups attempted to achieve their goals (e.g., the grievances of racial and ethnic minorities and their reference to the nation’s charter documents to rectify past injustices, local community efforts to adapt facilities for the disabled)

World History

Standard 44. Understands the search for community, stability and peace in an interdependent world.

Level III (Grades 7–8)

Understands the emergence of a global culture (e.g., connections among electronic communications, international marketing and the rise of a popular global culture in the late 20th century; how modern arts have expressed and reflected social transformations; political changes, and how they have been internationalized)

Understands the effects of modern communication on consumer tastes and demands in different parts of the world

Level IV (Grades 9–12)

Understands the influences on and impact of cultural trends in the second half of the 20th century (e.g., the impact of World War II and its aftermath on literature, art and intellectual life in Europe and other parts of the world; the meaning and social impact of innovative movements in literature and the arts, such as Existentialism, Abstract Expressionism or Pop Art; ways in which art, literature, religion and traditional customs have expressed or strengthened national or other communal loyalties in recent times)

Understands how global political change has altered the world economy (e.g., what participation in the world economy can mean for different countries; the relationship between demands for democratic reform and the trend toward privatization and economic liberalization in developing economies and former communist states; and how multilateral aid organizations and multinational corporations have supported or challenged these trends)

Behavioral Studies

Standard 4. Understands conflict, cooperation and interdependence among individuals, groups and institutions.

Level IV (Grades 9–12)

Benchmark 11. Understands that mass media, migrations and conquest affect social change by exposing one culture to another, and that extensive borrowing among cultures has led to the virtual disappearance of some cultures but only modest change in others.

About the Author:

Michael Hutchison is Social Studies Department chairperson at Lincoln High School, Vincennes, Indiana, and has over 30 years of teaching experience. He has written several lessons for PBS films, including “The Civil War,” “The War,” “Horatio’s Drive,” and “Empire of the Air.” He is president of the board of directors of the Indiana Computer Educators, and is a moderator for the NCSS Network and list editor for H-HIGH-S, a secondary social studies teachers’ listserv.

Baseball Museum Exhibits Rubric

Category	Points Possible	Group Score
Research (Does the presentation use high-quality resources and contain all the information from the graphic organizer?)	15 points possible	_____ points
Presentation (Is the presentation creative and does it contain compelling visuals and graphics highlighting the career and biography of the player?)	15 points possible	_____ points
Collaboration (Did the group work effectively together?)	15 points possible	_____ points
Grammar (Did the group use correct grammar, spelling and sentence structure?)	15 points possible	_____ points
Other criteria established by the teacher		
Total Group Project Score		_____ points

International Player Assignment Sheet

(Student Handout)

Directions:

Work in your group to create a multimedia museum exhibit that highlights the career and accomplishments of a player (past or current) from a nation other than the United States.

Briefly review the careers of five to six players from nations other than the United States. Determine which player you believe is best suited for a museum exhibit. Be sure your exhibit includes all the information from the list below. Use the graphic organizer to help you keep track of your information. Create a multimedia presentation highlighting the player's accomplishments.

Your research should cover the following:

- A brief biography of the player.
- Playing experience before he entered U.S. major league baseball
- Teams (major and minor league) he played for
- Other contributions or achievements (outside of baseball)
- Awards or recognition (humanitarian, academic, athletic) he has received
- Any other information the group thinks is important and relevant to the player's career

Use some or all of the suggested Web sites to assist you in your research. Your group may also wish to acquire information from books, encyclopedias, and magazines.

Resources:

- **Baseball Web site** (<http://www.pbs.org/baseball>)
- **Tenth Inning Web site** (<http://www.pbs.org/tenthinning>)
- **Major League Baseball Web site** (<http://www.mlb.com>)
- **Latino Baseball Players—The Hall of Famers** (<http://ezinearticles.com/?Latino-Baseball-Players---The-Hall-of-Famers&id=92820>)
- **Major League Baseball Players by Birthplace** (<http://www.baseball-almanac.com/players/birthplace.php>)
- **Baseball isn't just America's sport anymore**
(http://sports.espn.go.com/mlb/latinosrise/columns/story?columnist=stark_jayson&id=2350816)
- **The Global Flows of International Professional Baseball System**
(<http://www.thesportjournal.org/article/global-flows-international-professional-baseball-system>)
- **ESPN "Inside Asia" Web page** (<http://sports.espn.go.com/mlb/asia/index>)
- **"Frank's Field of Dreams" Asian baseball page** (<http://www.franksfieldofdreams.com/>)

International Player Graphic Organizer

Player Name	Home Country	Teams(s) and Experience	Relevant Stats (career highlights, accomplishments and awards)	Years Played	Contributions Outside of Baseball

Opening Activity Notes Sheet				
	Hurdles	Fan Acceptance	Language and Cultural Issues	Other Factors
Clemente				
Sosa				
Martinez				
Ichiro				